

1910-11

Seventh Annual
Announcement of the

Forest Home Industrial Academy



Mount Vernon, Washington
1910-11



FACULTY

D. D. Rees Principal, Academic Grades
* Intermediate Grades
Anna L. Johnson . . Church School Department
* Piano, Organ, Voice
* Preceptress and Matron
* Culinary Department
O. C. Hollenbeck Business Manager and Treasurer

*To be supplied

BOARD OF MANAGERS

President W. W. Sharp Seattle, Wash.
Secretary O. C. Hollenbeck Mount Vernon, Wash.
J. W. Boynton . . , Bellingham, Wash.
L. Johnson Seattle, Wash.
William McMoran . Mount Vernon, Wash.

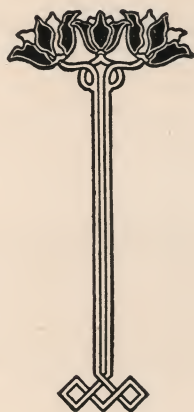
CALENDAR

First Semester begins September 7, 1910; ends January 10, 1911.

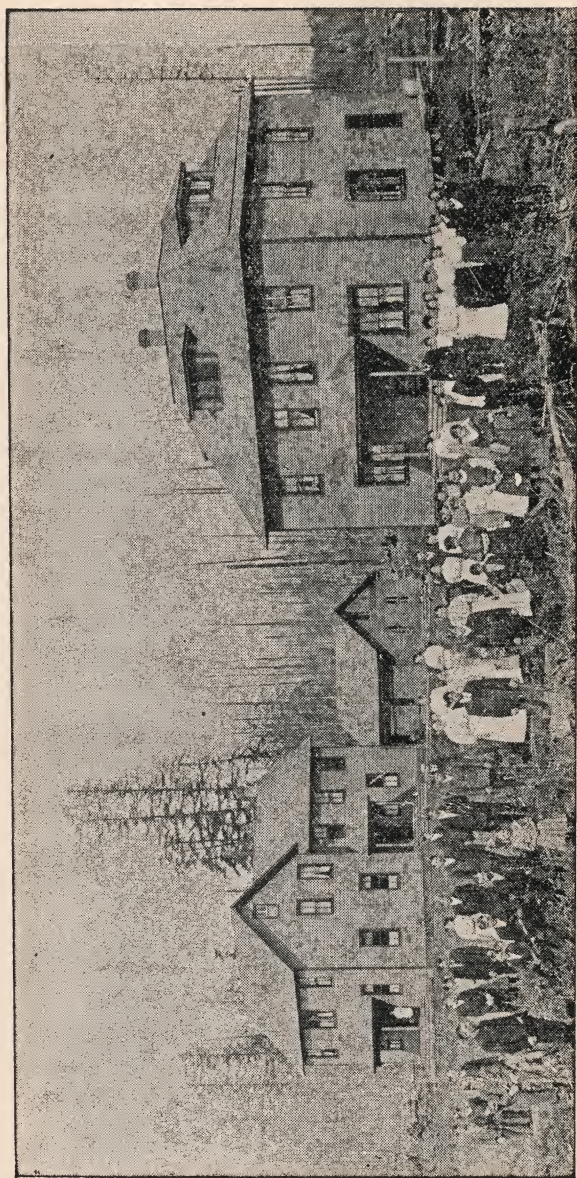
Second Semester begins January 11, 1911; ends May 23, 1911.

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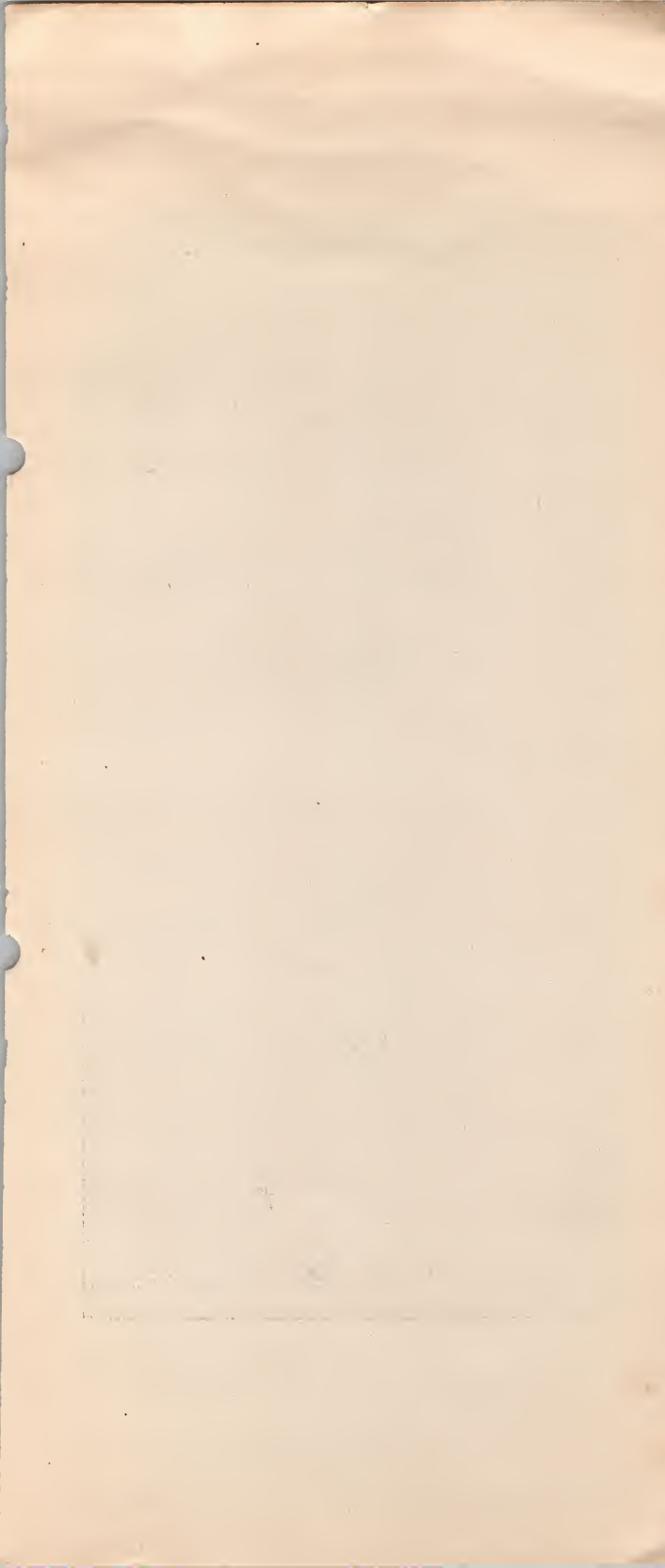
Forest Home Industrial Academy



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FOREST HOME INDUSTRIAL ACADEMY



Forest Home Industrial Academy

Education and Success.

The time has passed when a young person can hope to achieve any great measure of success without a thorough education in at least the fundamental branches of learning. That our fathers succeeded without this, is no evidence that we can. The times and the people have greatly changed in the last generation. Higher qualifications are now demanded in every branch of industry. Specialists occupy almost every field of human endeavor. The young men and women who enter any calling to-day immediately find themselves in sharp competition with keen and well disciplined intellects. If they themselves have not been well trained, alas for their success! They are foredoomed to failure. The world recognizes this, and is adapting its instruction to meet the condition.

If this is true of the world's workers, what shall be said of those who would be workers for God? It requires fine judgment, much technical knowledge, and great skill in its application, to successfully treat the "human form divine;" but somehow, the notion has got abroad that almost anybody can minister to the needs of the soul. Is it any wonder that such meagre results attend our efforts? Trained laborers are needed in every department of our work today, and for the lack of them the cause is languishing in many places.

The Price of Success.

"The world is full of just-going-to-be's—subjunctive heroes who might, could, would, or should be this or that but for certain obstacles or discouragements,—prospectuses which never became published works. They all long for success, but they want it at a discount. The "one price for all" is too

high. They covet the golden round of the ladder, but they do not like to climb the difficult steps by which alone it can be reached. They long for victory, but shrink from the fight. They are forever looking for soft places and smooth surfaces where there will be the least resistance, forgetting that the very friction that retards the train upon the track and counteracts a fourth of the engine's power, is essential to its locomotion. Grease the track, and, though the engine puffs and the wheels revolve, the train will not move an inch.

“Work is difficult in proportion as the end is high and noble. God has put the highest price on the greatest worth. If a man would reach the highest success, he must pay the price himself. * * * He must be self-made or never made.

How Much Will You Pay?

“Do you long for an education? Would you, if necessary, wear threadbare clothes in college, and board yourself? Would you, like Thurlow Weed, study nights by the light of a camp-fire in a sugar orchard? Would you walk through the snow two miles, with pieces of rag carpet tied about your feet for shoes, that you might, like him, borrow a coveted book? Have you the stamina to go on with your studies when too poor to buy bread, and when you can appease the pangs of hunger only by tying tighter and tighter about your body a girdle, as did Samuel Drew or Kitto? Would you, like John Scott, rise at four and study until ten or eleven at night, tying a wet towel about your head to keep you awake; would you, when too poor to buy books, borrow and copy three folio volumes of precedents, and the whole of Coke on Littleton, with the boy who became Lord Eldon? Would you be disheartened by Wilberforce's suggestion to a law student: ‘You

must make up your mind to live like a hermit and work like a horse?' Can you eat sawdust without butter, as the great lawyer, Chitty, asked the young man who came to him for advice about studying law? Have you the determination that would hammer an education from the stone-quarry, with Hugh Miller; the patience that would spend a lifetime tracing the handwriting of the Creator down through the ages in the strata of rocks? Would you work on a farm for twelve long years for a yoke of oxen and six sheep with Henry Wilson? Do you love learning well enough to walk forty miles to obtain a book you could not afford to buy with Abraham Lincoln? "Not that we would recommend such extreme measures; but if you saw no way open except such as was traveled by these and many other great men, would you be equal to the stern ordeal, and learn from experience that the 'royal road to learning' is a myth?"

History.

At the state campmeeting held at Centralia, Wash., May 19-29, 1903, it was voted to establish one or more industrial schools as openings might appear. Not long after this action the church at Mount Vernon offered fourteen hundred dollars in cash and some land if a school were located near that place. This offer was accepted and steps taken at once to secure more land and a definite location for the buildings. At the session of the conference held in May, 1904, a resolution was passed to raise \$2,000 to carry forward the enterprise. During the summer, buildings were put up which were dedicated September 21st, and the school was formally opened the 26th.

Location.

The academy is situated two and one-half miles to the northwest of Mount Vernon, a town of about 3,500 inhabitants, on the Great

Northern Railroad, and about five miles southwest of Clear Lake, a small town on the Northern Pacific Railroad. Two miles from the school, flows the Skagit River, which empties into Puget Sound, seven miles distant. A short distance to the east lies a low range of foothills covered with virgin forests, and above all rises the majestic snow-capped peak of Mt. Baker.

Grounds and Buildings.

In the spring of 1904 the grounds where the school now stands were a forest not yet entered by man except to remove the timber for saw logs. Two substantial buildings have been erected, each two and one-half stories high. The young men's dormitory, West Hall, has two school rooms on the first floor, and a parlor and eleven sleeping rooms on the second floor. East Hall, the young ladies' dormitory, has a parlor, dining room, bath room, kitchen and pantry on the first floor and seven sleeping rooms on the second floor. Some of these rooms are large enough for two beds. There are four comfortable rooms on the third floor which are lighted with dormer windows.

The greater part of our land is covered with large stumps and logs, but operations are in progress to clear quite a portion of it this season and stock it with cows, as dairying is a profitable business in this locality. Plans are formed to erect a building for a laundry and a room for the church school department, and build a much needed barn. The county road laid out past our farm is to be graded this summer. These improvements will so change things that those who were at Forest Home in its beginning would not recognize it.

Purposes.

The Forest Home Industrial Academy is a denominational institution, founded and con-

trolled by the Seventh-day Adventists, and is designed especially to prepare young people for usefulness in the cause of God. The managers aim to make moral and religious influences prominent, and thoroughness of instruction, solidity of character, and usefulness in life will be the principal objects of attainment. They design to have a school where the fear of God will prevail, where His Holy Word will be revered, and where His worship and service will be respected. A true Christian character is held before the students as the highest aim in life. Those who are in harmony with these objects are heartily invited to attend.

The Home Life.

In order to secure the best results to students who are separated from their own parents, school homes are conducted. Here teachers and students share the privileges and responsibilities incident to every truly Christian home. The student is taught principles of order, thoroughness and faithfulness; lessons of courtesy and punctuality are inculcated.

Morning and evening worship is conducted daily, and all members of the family are required to attend.

The work of the home is largely done by the students. Sharing daily duties and bearing mutual responsibilities have proved to be of great educational value in sustaining health and developing character. The influence of this service heartily rendered is invaluable in producing, during the years of mental training, habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers and kinds of work.

Religious Basis.

The Academy is a denominational institution and is conducted upon a religious basis. The seventh day of the week, being the Sab-

bath, is sacredly observed. The Holy Scriptures are made primary in importance, and their teachings are regarded fundamental in the pursuance of 'all lines of study and forms of practice. Prayer and social meetings are held on Wednesday evenings, and Sabbath-school and church services are held each Sabbath. A young people's society is organized, and holds regular weekly meetings. Much good results from these meetings by instilling the spirit of true missionary labor into the heart.

Government.

It is the design of the Academy to develop character of the highest type, as well as scholarship of the best quality; and its discipline has respect to these ends. Students are led to place themselves upon their honor, and to do right because it is right. They are taught that self-government is the only true government for the individual, and that it is only when they fail to govern themselves in harmony with the principles of right that they will need help in government by others. To determine whether a course of action is best, let the question be asked: "What would be the effect upon the school if all should do as I think of doing?" Students who conscientiously govern their conduct by these principles need have no fear of coming into conflict with the authorities of the school. The faculty maintain a kindly oversight of the students' deportment and habits of character, and all cases of discipline will be conducted in a spirit of kindness, but with firmness.

Regulations.

1. Students are expected to abstain from indecent or disorderly behavior; from profane or unbecoming language; from the use of tobacco; from card playing; from having or

reading novels or other pernicious literature; from all improper associations.

2. No student is expected to enter or leave any class except by permission of the principal.

3. Each student is expected to pay for damage done by him to property of the Academy.

4. Anything of the nature of flirtation, or the formation of attachments between the sexes, interferes with the school work, and cannot be allowed.

5. Attending parties or any entertainments of an objectionable character, interferes with the student's work, and exerts a wrong influence in the school. It is therefore not permitted.

6. No student shall receive private lessons, or engage in teaching, except by permission of the faculty.

7. Students will not be permitted to board themselves, or in private families, unless approved by the faculty.

8. Resident students are expected to observe study hours from 6:30 to 9:00 o'clock p. m. the night before each school day, and parents are urged to co-operate in carrying out this regulation.

9. Whenever in the judgment of the Faculty a student's attendance is no longer profitable to himself, or is detrimental to the school, he may be dismissed.

10. Any regulations adopted by the faculty and announced to the students shall have the same force as though printed in the calendar.

Regulations Governing Home.

1. Students are expected at all times to conduct themselves while in the Home in keeping with the order and quiet of a refined home.

2. A strict observance of the daily programme is required. The evening study

hours must be observed by all, unless special permission is obtained to the contrary.

3. All must keep their rooms in a neat and tidy condition.

4. Students in the Home should have their mail sent in care of the Academy.

5. Students will not linger in the dining room or kitchen unless employed there at the time.

6. Students are asked to take no food to their rooms, but to eat it in the dining room at the regular hours.

7. All clothing must be such as is conducive to health.

8. The Home is not a public building. No lady or gentleman would think of entering a private house without permission. Hence persons living outside, in calling upon members of the Home family, will kindly observe the customary civilities.

9. The wearing of jewelry and any unnecessary ornamentation is not in harmony with the teaching of the Word of God.

10. For obvious reasons students are required to attend morning and evening worship. Promptness and regularity must be cultivated in Home as well as school duties.

11. Students are expected to deport themselves in such a way on the Sabbath as will be in harmony with the occasion, and to attend Sabbath school and public worship.

School Year.

The school year consists of thirty-six weeks, beginning September 7, 1910, and ending May 23, 1911. This allows one week for mid-winter vacation.

Time to Enter.

The best time to enter, both for the good of the individual and the school, is at the fall opening, as at that time nearly all the classes form, and with but few exceptions continue through the year. All who cannot

come at the beginning should plan to come as soon as possible thereafter. All who desire to attend the Academy are requested to notify the principal at their earliest convenience.

Who Admitted.

The school is open to all well-designing persons of both sexes, whether they make a profession of religion or not, provided only that they come with a sincere purpose to improve their time diligently in study, and to comply with the regulations of the school. This is not a reform school and parents should not send children over whom they have no control at home. Candidates for admission who are unknown to the managers are expected to present testimonials as to moral character. The moral influence of the school is carefully guarded, and no one who uses profane, indecent or unbecoming language or indulges in the use of tobacco or alcoholic drinks, or is vicious or immoral, will knowingly be admitted or retained. Children under fourteen years of age are not admitted to the Academy Home except by special arrangement.

Students' Pledge.

It is distinctly understood that every student who presents himself for admission to the Academy thereby pledges himself to observe its regulations. If this pledge be broken, it is also understood that by such violation he shall forfeit his membership, and if longer retained, it shall be only by permission of the faculty. It is also a part of the student's pledge that he will faithfully perform all duties assigned him in connection with school and Home life.

Needs of the Academy.

As the institution has no endowment fund, and is dependent on the tuition to meet running expenses and to develop the farm from

the forest, it will readily be seen that meagre facilities for school work can be provided.

As the school purposes not to incur debt, even in acquiring needed facilities, we would gratefully receive any contributions our friends may feel disposed to give. We also invite contributions to a fund from which worthy students may receive some assistance while endeavoring to obtain a training for usefulness. The amount advanced to them may be returned to the fund after they leave school.

Library Fee.

An admission fee of one dollar will be charged to all students above the sixth grade. The object of which is to supply the library with needed periodicals.

Course of Study.

SEVENTH GRADE.

Bible, Life of Christ (McKibben).
Arithmetic—Whites Complete.
English—Bell's Language Series No. 3.
Geography—Morton's Advanced.

EIGHTH GRADE.

Bible, Old Testament History.
Arithmetic—White's Complete.
English—Bell's Language Series No. 3.
United States History and Civics (Bunch).
Elementary Science—Cady.

NINTH GRADE.

New Testament History.
Physiology (one semester).
Botany (one semester).
Advanced Arithmetic (one semester).
Bookkeeping (one semester).
Industries: Gardening, Woodwork, Broom-making, Printing.

TENTH GRADE.

Bible Doctrines (24 weeks).
Testimonies (12 weeks).
General History.
Algebra.
Rhetoric.
Industries: General Housekeeping, Hydrotherapy, Agriculture, Carpentry, Printing.

Instruction.

Bible.

There need be no apology offered for making the careful and continued study of the Holy Scriptures a prominent feature in all the courses of study in an institution established for the express purpose of affording an opportunity to secure a Christian education. No merely human production can be so worthy of the student's time and earnest study as that Book which has ever been the guide of youth, the hope of manhood, and the support of age. "As an educating power, the Bible is without a rival. Nothing will so impart vigor to all the faculties as requiring students to grasp the stupendous truths of revelation. The mind gradually adapts itself to the subjects upon which it is allowed to dwell. If occupied with common-place matter only, to the exclusion of grand and holy themes, it will become dwarfed and enfeebled. If never required to grapple with difficult problems, or put to the stretch to comprehend important truths, it will, after a time, almost lose the power of growth.

"In the Word of God the mind finds subject for the deepest thought, the loftiest aspiration. Here we may hold communion with patriarchs and prophets, and listen to the voice of the Eternal as He speaks with men. Here we behold the Majesty of heaven, as He humbled Himself to become our substitute and surety, to cope single-handed with the powers of darkness, and to gain the victory in our behalf. A reverent contemplation of such themes as these cannot fail to soften, purify, and ennoble the heart, and at the same time to inspire the mind with new strength and vigor.

"In an age like ours, in which iniquity abounds and God's character and His laws are alike regarded with contempt, special

care must be taken to teach the youth to study, to reverence, and to obey the Divine will as revealed to man. The fear of the Lord is fading from the mind of the youth, because of the neglect of Bible study."

Life of Christ.

One year's work is devoted to this study in the Seventh Grade. The work is therefore rather elementary, but furnishes an excellent ground work for all the Bible study that follows in other grades.

Old Testament History.

In Old Testament history the aim is to assist and encourage the student in gaining a clear conception of the progress of events connected with the history of the chosen people. And since the proper study of history can be made only upon the basis of the Word of God, the Bible is made the chief text book, with "Outlines of Old Testament History" as an auxiliary. This study continues through the year.

New Testament History.

This year is devoted to a connected study of the life of Christ as set forth in the four gospels, and to the study of the history of the early church, as given in the Acts of the Apostles. The written answer method is followed, and essay work is required.

Bible Doctrines.

This study embraces the fundamental doctrines of Seventh-day Adventists. Some of the subjects covered are: The Sabbath, Second Coming of Christ, The Sanctuary, the Judgment, the Nature of Man, the State of the Dead, the Resurrection, the Punishment of the Wicked, the reward of the Righteous, Righteousness by Faith, etc.

English Language and Literature.

The study and mastery of the English language is a subject to which too much im-

portance cannot be attached. Many young people have formed incorrect habits of speech from infancy, and the power of expressing their thoughts clearly has not been gained.

This work includes a thorough study of English grammar, a brief history of the English language, its Anglo-Saxon and classical elements, figures of speech, common errors, diction, sentence construction, punctuation, letter writing, and simple composition, with biographical sketches and elementary study of the best American authors.

One year is spent in study of Rhetoric. Written exercises and essays are carefully corrected, and then copied by the students in special books for this purpose. The different qualities of style are pointed out and studied in selections from a wide range of good authors in various forms of literature. An earnest effort is made to create and develop ability not only to criticize and condemn the bad, but also to appreciate and admire the good, in literature, and thus to form a cultivated literary taste and a proper judgment of its place in liberal education.

Science.

Elementary Science.

This class continues throughout the year, and lays a good foundation for the elementary sciences. It begins with the work of Creation as recorded in the first chapter of Genesis, and studies each special creation in the light of the Word of Inspiration.

Physiology.

The Physiology as conducted in the ninth grade is really Higher Physiology without its long hard names and technical terms. It is too hard for beginners and can only be taken to advantage after one has completed the common school physiology. The organs are studied in their normal state, but the diseases

that usually affect those organs are referred to and the pathological changes that take place in them when diseased, are noted, and thus a foundation is laid for the study which naturally follows, namely, Diseases and Their Treatment. The course is replete with microscopic work, laboratory work and dissections. The parts and their actions are studied by comparison with corresponding parts of animals, so far as possible without practicing vivisection. Grades obtained in this course are accepted in our Sanitariums as a part of the regular nurses' course.

Elementary Botany.

“Consider the lilies (plants) of the field, how they grow.” This is the aim in the study of plant life. A knowledge of the physiology of plants is considered of more importance than a knowledge of systematic botany. A large number of experiments will be performed illustrating the relation of light, heat, air, and water to the growth of plants. However, a small herbarium of not less than twenty-five mounted and classified specimens will be required of each student. A compound microscope has been added to this department which aids greatly in making the work practical.

History.

“He that would rightly study history must keep his eye fixed upon the great scheme of human salvation.” The world's history is studied from the standpoint of the working out of the conflict between the opposing influences of good and evil. The objects sought are to enable the student to see God at work in the affairs of men in accomplishing His purpose, to strengthen Faith in God's Word by the study of prophecy, and through the lessons of history to develop strength of character and an insight into events of our own time.

United States History and Civil Government.

United States History and Civil Government extend through the year, and are largely studied together. The steps attending the rise, growth and rapid development of our nation are carefully traced and considered.

Thoughtful attention is given to the Constitution of the United States and the principles of civil and religious liberty.

General History.

It has been found best for the student of history first to have a comprehensive outline of the world's history before making a study of special periods. The period covered in this year's work is from the creation to the present time.

Mathematics.

Arithmetic.

Arithmetic lies at the foundation of all mathematical work, and is, for the majority of students, the most practical and valuable branch of mathematics. Much pains is therefore taken to make this part of the work very strong.

Algebra.

Fundamental operations, simple equations, factors, multiples, fractions, fractional equations, simultaneous equations of the first degree, problems involving two unknown numbers, involution and evolution, theory of exponents and radical expressions, quadratic equations, ratios.

Bookkeeping.

Everyone should be able to keep at least his own accounts accurately and systematically. This course prepares the student to keep any ordinary set of books.

Drills.

Drills will be formed in Reading, Spelling, Penmanship, Drawing and Sight-Singing.

Each student will be expected to take two or more drill classes. They are free to all.

The course of study followed and textbooks used in this school are such as are authorized by the General Conference Educational Department.

Necessary textbooks and stationery will be on sale at the Academy supply store, but any text or reference book the student may have will be valuable helps.

Music Department.

Music is one of the greatest gifts the Creator has bestowed upon men and without doubt He intended to have us use it in a way that would glorify Him.

It is the earnest endeavor of this department to train the youth in such manner as to develop character in Christian musical effort.

Thorough instruction will be given in piano, organ and voice.

Rates of Tuition.

Tuition in this department is based on four weeks per month, two lessons per week; payments made each month in advance.

Piano-forte, 40-minute lessons, per month \$4.00

Reed Organ, 40-minute lessons, per month 4.00

Voice Culture, two lessons per week, per month .4.00

Rent of Instruments.

Piano, one hour each day, per month \$1.00

Organ, one hour each day, per month 50

Longer periods of practice at reduced rates.

Regulations.

1. Lessons deducted:—Only in case of severe illness of more than two weeks' duration will any deduction be made for absence from lessons. In such cases the school will share the loss equally with the student.

2. For students taking piano or organ, two hours practice daily will be required, except by special arrangement.

3. Pupils' recitals will be given during

the school year. Also scale classes will be formed for the privilege of all those taking private lessons.

Primary Department.

Connected with the regular work of the Academy, and under its management, is a Primary Department covering the work of the first six grades. The pupils in this department are carefully classified, and besides a thorough course in the elements of the common branches, studies are provided in those portions of the Bible suitable to their understanding, also in nature and industries such as sewing, sloyd, basketry, wood sloyd and school gardening.

Expenses For Home Students.

The charges for students staying in the Academy Home will be \$14.00 per month of four weeks, payable in advance. This will include board, room, light and plain laundry, but does not include tuition. Each student is expected to work at least two hours each day and will be credited on account according to value.

Tuition.

The tuition in grades 1 to 10 will be as follows:

Grades 1, 2 and 3.....	\$2.00 per month
Grades 4 and 5.....	\$2.50 per month
Grades 6 and 7.....	\$3.00 per month
Grades 8, 9 and 10.....	\$3.50 per month

Students taking full music and not desiring to take full school work will receive a reduction from the above rates in proportion to the number of classes taken.

In making out bills to resident students, the time will be reckoned from the first or middle of each month in which the student enters. If the student withdraws during the first half of the school month, he will be charged

to the middle of the month. If he withdraws at any time after the middle of the month, he will be charged to the end of the month. A discount of ten per cent will be allowed where there is more than two from one family. Parents are recommended to send money direct to the Academy. No deduction from the regular charges will be made for a short absence.

At stated days the school team will take students to town. A charge of ten cents will be collected. A charge of fifty cents will be made for all other trips.

Scholarship Offer.

As our schools have been established for the express purpose of training young men and women for the various branches of our work, and whereas the testimonies have told us that the canvassing work will give the best practical education for the different lines of missionary endeavor, the following offer has been made for the benefit of those who desire to earn a sholarship in Forest Home Academy:

A discount of 15 per cent will be given from the regular board and tuition charge of the school to those who sell the amount of our subscription books at retail, so that the regular agents' profit will equal to the regular tuition charge of the school, less 15 per cent. This will mean the sale of approximately \$190.00 worth of books.

The student must do two hours' work per day under this offer, the same as those paying cash.

The student under this offer must turn over to the Tract Society the full retail price of the books sold, and in turn the Tract Society will issue a receipt to the canvasser showing that he has an amount deposited there to his credit sufficient to entitle him to a year's scholarship in said school. Realizing that

there are some who cannot attend school during the entire year, this offer is continued to those who desire to work for the one-half year's scholarship on the same discount basis.

We hope to see a large number of our young people avail themselves to this offer.

What to Bring.

Each student should bring the following articles: Quilts or blankets, one bed spread, one pillow, three sheets, three pillow-slips, four towels, four napkins, one napkin-ring, laundry bag, toilet articles, suitable working clothes, and a sewing outfit consisting of needles, thread, etc. It is also well to bring such things as may be desired to add to the attractiveness of the rooms, as rugs, curtains, table covers, etc. All laundry must be plainly marked.

Daily Programme.

Rising Bell	5:45
Worship.....	6:30
Breakfast.....	6:45
Room Work.....	7:30
Study and Recitation.....	8:15 to 1:20
Dinner.....	1:30
Industries.....	2:30 to 5:00
Lunch.....	5:30
Evening Worship.....	6:15
Study Period.....	6:30 to 9:00
Retiring Bell.....	9:15
Lights Out—Silence.....	9:30



Graduates.

1905—Marie Louise Hall, Kelso, Wash.

1906—David Adams, Aberdeen, Wash.

Erna Witting, Chehalis, Wash.

1907—Cassie Ham, Mossy Rock, Wash.

Hazel Wilcox, Hoquiam, Wash.

Laurance Crooker, Ferndale, Wash.

Earl Stiles, Mt. Vernon, Wash.

1908—Anna Louise Johnson, Ferndale, Wash.

Nina Fern Wilcox, Hoquiam, Wash.

Margaret Alma Phillips, Seattle, Wash.

Lydia Charlotte Pointet, Tacoma,
Wash.

1909—James Wilson Rowland, Sedro-Woolley,
Wash.

Lulu Alberta Pound, Mt. Vernon,
Wash.

Flossie Mae Crooker, Mt. Vernon,
Wash.

Victor Virgel Wolfkill, Mt. Vernon,
Wash.

Lelia Maryetta Giddings, Pearson,
Wash.

Emmet Vergil Adams, Shelton, Wash.

Elfa Inez Rowe, Arlington, Wash.

Ralph Ashbel Libby, Methow, Wash.

Myrtle Rowland Libby, Methow, Wash.

Arthur Earle Hollenbeck, Mt. Vernon,
Wash.

Alice Mae Clark, Harper, Wash.

1910—James H. Hosokihara, Seattle, Wash.

Florence Esther Rowland, Sedro-Wool-
ley, Wash.

William Leonard Holmes, Mt. Vernon,
Wash.



